Foutrh Grade Literacy Expectations – Fourth Quarter

**Dear Parents,**

For the 4th nine weeks, your child will be answering the questions: In what ways are characters and setting in realistic fiction based on real life? What sorts of problems do characters in realistic fiction face? How do the characters solve those problems? How does writing realistic fiction help us become better readers of fiction?

Your child will learn the following:

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| **Reading- Foundational Skills** |
| Students will apply phonics and word analysis skills in decoding words.  Students will read with accuracy and fluency to support comprehension. |
| **Reading - Literature** |
| Students will refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  Students will determine main idea and key details; summarize.  Students will describe in depth a setting, drawing on specific details in a text.  Students will compare and contrast the treatment of similar themes and patterns in stories.  Students will determine the meaning of words as they are used in a text.  Students will read and comprehend grade-level text. |
| **Reading - Informational** |
| Students will refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  Students will determine main idea and key details; summarize.  Students will make connections between the text of a story and a visual or oral presentation of text.  Students will determine the meaning of general academic and domain-specific words and phrases in a text.  Students will read and comprehend grade-level text. |
| **Writing** |
| Students will do research writing by conducting a short research project that builds knowledge through investigation.  Students will recall relevant information; take notes, categorize information and provide a list of sources.  Students will draw evidence from literary or informational texts to support analysis, reflection and research.  Students will produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.  With guidance and support from peers and adults, students will develop and strengthen writing as needed by planning, revising, and editing. |
| **Language** |
| Students will use relative adverbs (where, when, why).  Students will use modal auxiliaries (can, may, must) to convey various conditions.  Students will use commas before a coordinating conjunction in a compound sentence.  Students will use correct capitalization.  Students will choose punctuation for effect.  Students will recognize and explain the meaning of common idioms, adages, and proverbs.  Students will spell grade-appropriate words correctly, consulting references as needed.  Students will use context as a clue to determine the meaning of words and phrase |
| **Speaking and Listening** |
| Students will engage in collaborative discussions.  Students will add audio and visual displays to presentations when appropriate to enhance development of main ideas or themes. |
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Batesville Public Schools 5/31/12